IMPACT OF CONTINUOUS AND COMPREHENSIVE EVALUATION ON SELF- EFFICACY AND LIFE SKILLS AT SECONDARY LEVEL

A Synopsis

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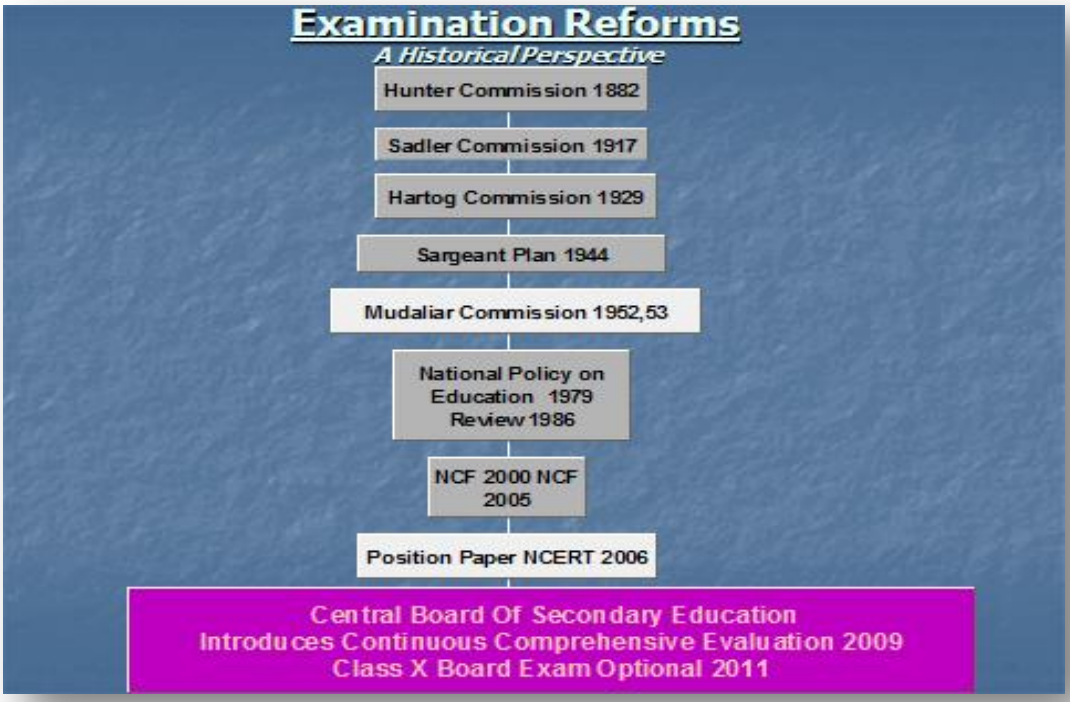
1. Introduction

An education system cannot be considered without any philosophical approach. This is an aspect that is adhered by all teachers, schools and administrators. The purpose of education is all-round development of the child / individual. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals viz; physical, intellectual, mental and spiritual. This means that an all-round development of every individual implies optimization of hidden potential in the physical, intellectual, mental and spiritual planes. As time changes education is becoming more and more of a life-line, especially in the present era of globalization. Aims in Policies and Committees/Commissions/Reports, almost all policy and curricular documents on education in India contain some form of aims of education. These are nearly always preceded by an account of national concerns and priorities, and the role perceived for education in nation building. If we take anything, the evaluation system is more important which gives us final output. Historically, the evaluation procedures is claimed to bring enormous changes from the traditional chalk and talk method of teaching from Hunter Commission (1882) to NCF 2005.Indian Education commission, 1882(Hunter Commission) suggested that the upper and lower primary examinations should not be made compulsory and “care should be taken not to interfere with the freedom of the managers of aided schools in the choice of textbooks”. Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board / Sargent Plan (1944), Secondary Education Commission / Mudaliar

Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through continuous and Comprehensive Evaluation, Mondal, A. Mete, J. 128 (Issues and Ideas in Education, Volume 1, Number 2, September 2013).

The picture shows Examination Reforms through the decades

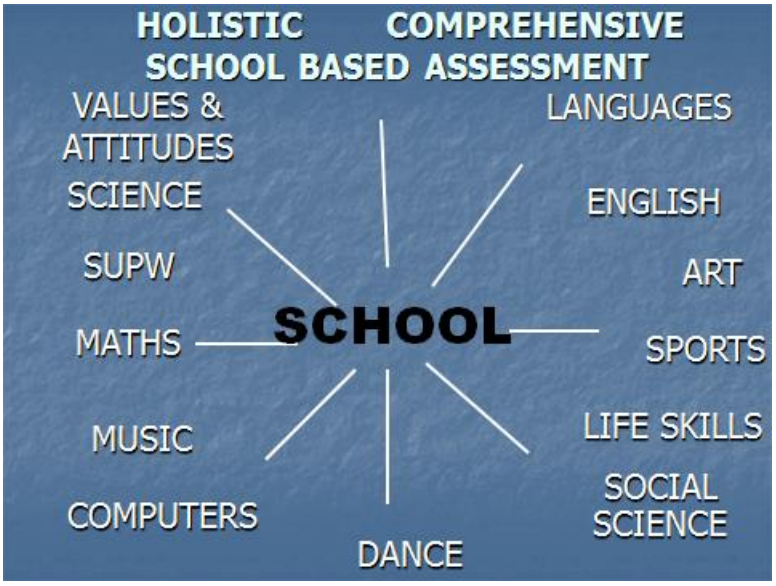


This aspect has been strongly taken care of in the National Policy on Education–1986 which states that "Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time" {8.24 (iii)}. Report on the Committee for Review of NPE–1986 – recommendation brought out by Government of India in 1991 lays down norms for "Continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system" {268 (iv)}. Report on the CABE Committee on Policy brought out

by MHRD, Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested ‘continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students’ (16.8) The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, ‘on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.’ (9.81). It further adds, ‘This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it’ (9.84). The National Curriculum Framework–2005 (NCF–05) also proposed examination reforms. In its Position Paper on Examination Reforms 2.8 (1), NCERT mandates that School based CCE system should be established to 1) reduce stress on children; 2) make evaluation comprehensive and regular; 3) provide space for the teacher for creative teaching; and 4) provide a tool of diagnosis and for producing learners with greater skills.

The NCF - 2005 has also recommended several reforms regarding paper setting, examining and reporting (P. – 114) : “The focus should shift to framing good questions rather than mere paper setting... we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more credible(Continuous and Comprehensive Evaluation – An Appraisal). Each school should

evolve a flexible and implement able scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning." On 27th August 2009, Govt. of India adopted a new act "Right of Children to Free and Compulsory Education Act, 2009 (RTE). This law came into force for the entire country (except Kashmir) w. e. f. 1st April, 2010. Section 29(2) mandates that the academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1) shall take into consideration the following, namely – a) conformity with the values enshrined in the Constitution; b) all round development of the child; c) building up child's knowledge, potentiality and talent; d) development of physical and mental abilities to the fullest extent; e) learning through activities, discovery and exploration in a child friendly and child-centered manner; f) medium of instructions shall, as far as practicable, be in child's mother tongue. g) Making the child free of fear, trauma and anxiety and helping the child to express views freely; h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same. i) No child shall be required to pass any Board Examination till completion elementary education (Issues and Ideas in Education, Volume 1, Number 2, September 2013)



In India, we see central schools following CCE and state running schools with annual examination system. Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act-2010, of India. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The Karnataka government has introduced CCE for grades 1 through 9. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The students must feel joyful in learning process.

1.2 Concept of Continuous and Comprehensive Evaluation:

The term **Continuous** has two components known as Continual and Periodicity. The Continual process which means from the beginning and during the instructional

process where as the Periodicity refers frequency /term of the assessment. The term **Comprehensive** covers Scholastic areas, Co-scholastic and Co-scholastic activities under it. The Scholastic components include subject specific areas such as Academic, work experience, physical and health education, art education. The Co-scholastic components include Life skills, attitudes &values and other co-curricular activities, outdoor activities. It includes a variety of tools and techniques for assessment of the learners.

Evaluation is of two types under CCE named as Formative assessmentand Summative assessment. The formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. Formative assessment is assessment which is carried throughout the year by the teacher formally and informally. It is diagnostic and remedial. It comprises of class work**,** homework, oral questions**,** quizzes, projects, assignments/tests. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted. The summative assessment is a three-hour long written test conducted twice a year. The first summative or Summative Assessment 1 (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. 40% + 60% = 100%. Depending upon the percentage obtained, the board will deduce the CGPA (Cumulative Grade Point Average) and thereby deduce the grade obtained. The summative assessment is in the form of end term examinations or end of the year examinations. The purpose of SA is feedback on learning (assessment of learning) to teacher and parents. Key concepts of Summative

assessment given by CBSE are as follows, Grade / scale, Cognitive & psychomotor area, Age appropriate ,Profile report, Teachers understanding assessment, Knowledge, Skills, Positive attitude, Value, Reason for assessment, Vision of good quality learning, Expected learning, constructivist learning, Progress, Achievement in subject, Own pace, Construct knowledge, Spiral, Activity –based, Continuous, overcome mistakes, Experiential learning. The summative assessment is term end examination, Curriculum and syllabus will be circulated by the board. Syllabus and Examination will be as per secondary school curriculum document 2010. The question papers are prepared by schools as per the CBSE format and have to be only from the question bank to be sent by CBSE. The Examinations are conducted by schools, evaluation of answer scripts will be done within the school. The report cards of CCE are signed by the board and are issued to students by respective schools (CCE training Module by CBSE).

1.3 Need of Continuous Comprehensive Evaluation

The aim of CCE is to decrease the workload on the student by means of evaluating at regular intervals by taking number of small tests throughout the year in place of single test at the end of the academic program namely external examinations. It helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge. External Examinations ‘are largely inappropriate for the knowledge society of the 21st century and its need for innovative problem solvers‘. There are many draw backs of the external evaluation. They only focus on scholastic learning by awarding marks and ability of child not evaluated. The external evaluation is got limited techniques of evaluation and do not identify learner’s level of attainment. The external evaluation is

restricted to pass/fail thus, causing frustration and humiliation in students. When it comes to the marking system, it has some demerits such as, unhealthy competition, unfair, unscientific. Moreover, it's over emphasis on scholastic achievement. In order to overcome all these drawbacks and weaknesses of external evaluation and marking system, the CBSE initiated CCE and grading system which is the boon for the students to improve their performance through regular intervals with multiple opportunities followed by 9 points (CCE Training Module by CBSE).

1.4 Grading System

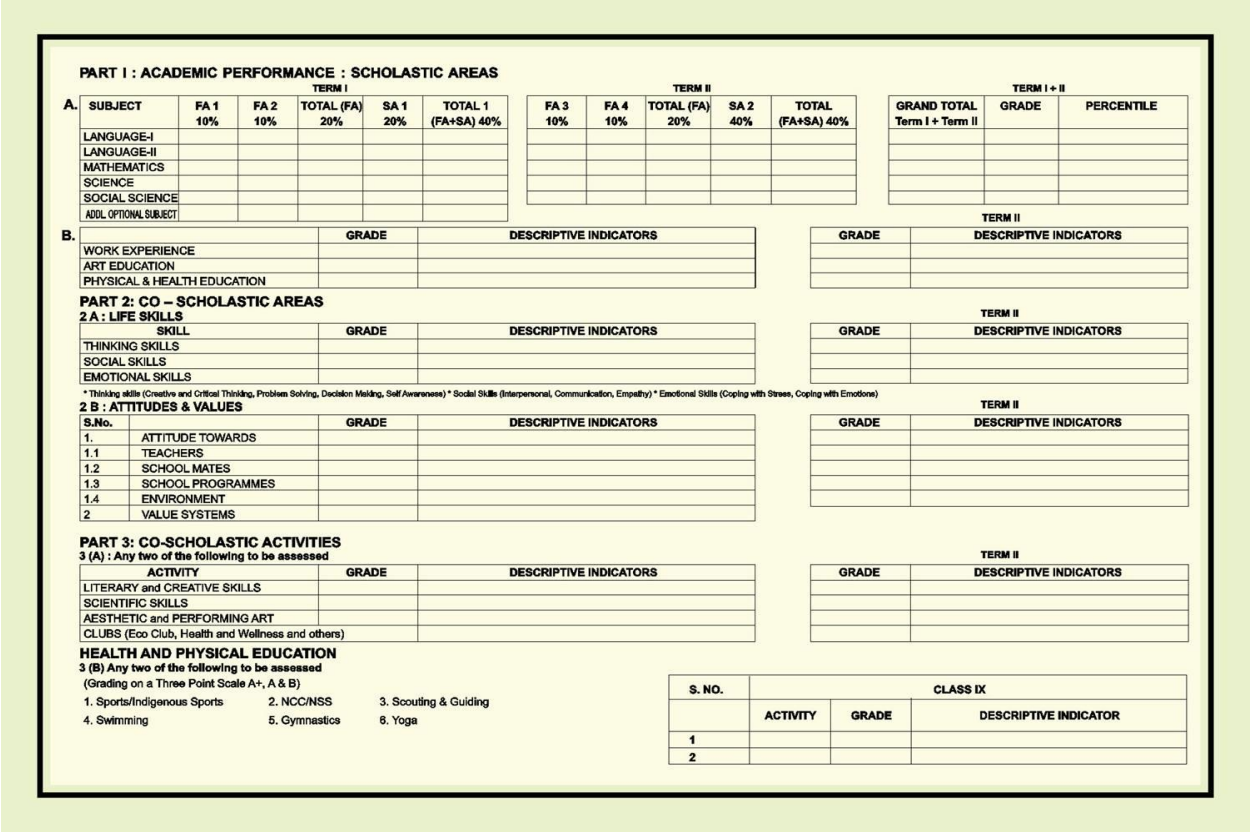
The CBSE has introduced CCE and grading system in 2009. In the existing CCE, the Performance of students will be assessed using conventional numerical marking and same will be converted into grades. The CCE advocates absolute grading, for example if a student secures grade 6 in the academic areas his/her marks would range from 51% to 60%.The CBSE will issue a statement of subject wise performance i.e. grade sheet (no marks) for class X students studying in secondary schools and will have no Board examinations for Optional. In case, a student leaves the CBSE system after having completed the final formative and summative assessments in the school he / she will be allowed to appear for the boards (pen paper / online) external examination. Further, for those students who wish to assess themselves, after having given the final summative assessment in the school, an on demand aptitude test is available online which is different from the external examination conducted by the board. The Aptitude test would be available twice a year that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The CCE card will apply throughout the CBSE schools in the country for admission to class xi. In addition,

schools can have their own criteria. The students will only be promoted on the basis of both formative and summative assessments both of which are mandatory. Percentile rank will also be given on demand by the CBSE for the students who appear in the external examination conducted by the board. There are many advantages in existing Grading system. It minimizes misclassification of students on the basis of marks. The Grading system eliminates unhealthy cut throat competition among high achievers (CCE training Module by CBSE). It reduces societal pressure and provides the learner with more flexibility. It gives relief to students from parental expectations and leads to a better learning environment.

The CBSE has suggested a grading pattern for all the schools affiliated to it. It will be 5 point scale for the courses of Work Experience, Art Education, Health &Physical Education (Scholastic areas), Life skills(Co-Scholastic areas). The grade letters are referred as A+,A , B+, B, C. There will be 3 point scale for the courses of Attitudes& Values(Co-Scholastic areas), and Participation& Achievement, Health & Physical education (Co-scholastic activities)such as A+, A, B. Basically, Holistic education demands of all aspects of individual's personality across various domains. It is unfortunate that much attention and emphasis is not given to the development of interests, hobbies, and passions of the learners in formal evaluation system. Focusing on excellence in academic alone undoubtedly results in lop-sided development of personality. As we all know that 'A sound mind in a sound body' is only possible through Co-Curricular activities. It is thus essential that due to importance be given to participation in Co-curricular activities like music/dance, art, dramatics and other areas of an individual's interests. This is likely to make life more fulfilling and enjoying. The NCF-2005 emphasizes on joyful learning. At the same time,

students who are not out standing in Scholastic areas may have chances to be good in Co-Scholastic areas thus satisfying themselves. A kind of paradigm shift is seen from academic over stress to all round development. The CBSE gives multiple opportunities in Co-Scholastic activities too. Co-Scholastic Activities is divided in to two sections. In the first section, students can choose any two of the suggested activities are as follows Literary and Creative skills, scientific skills, Aesthetic and Performing art, Clubs (Eco club, Health and Wellness and Others). In the next section, various sports and games available such as Gymnastics, Swimming, others things like Yoga, Scouting & Guiding, NCC/NSS. Among these, only two areas shall be assessed. So, every student has an opportunity to participate at least in two co-curricular activities whatsoever. Moreover, all the activities come under Co-Scholastic activities are assessed by teacher. The logic behind boosting co-curricular activities is any child should not suffer due to their academic weaknesses. Report card reflects formative assessment, summative assessment in both scholastic, co-scholastic areas and co-scholastic activities.

The table shows Scholastics areas, Co-Scholastic areas and CO-Scholastic activities by CBSE



PART I : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

A.

SUBJECT	TERM I FA 1 10%	FA 2 10%	TOTAL (FA) 20%	SA 1 20%	TOTAL 1 (FA+SA) 40%	TERM II FA 3 10%	FA 4 10%	TOTAL (FA) 20%	SA 2 40%	TOTAL (FA+SA) 40%	TERM I + II GRAND TOTAL Term I + Term II	GRADE	PERCENTILE
LANGUAGE-I													
LANGUAGE-II													
MATHEMATICS													
SCIENCE													
SOCIAL SCIENCE													
ADDL OPTIONAL SUBJECT													

B.

	TERM I GRADE	DESCRIPTIVE INDICATORS	TERM II GRADE	DESCRIPTIVE INDICATORS
WORK EXPERIENCE				
ART EDUCATION				
PHYSICAL & HEALTH EDUCATION				

PART 2: CO – SCHOLASTIC AREAS

2 A : LIFE SKILLS

SKILL	TERM I GRADE	DESCRIPTIVE INDICATORS	TERM II GRADE	DESCRIPTIVE INDICATORS
THINKING SKILLS				
SOCIAL SKILLS				
EMOTIONAL SKILLS				

* Thinking skills (Creative and Critical Thinking, Problem Solving, Decision Making, Self Awareness) * Social Skills (Interpersonal, Communication, Empathy) * Emotional Skills (Coping with Stress, Coping with Emotions)

2 B : ATTITUDES & VALUES

S.No.		TERM I GRADE	DESCRIPTIVE INDICATORS	TERM II GRADE	DESCRIPTIVE INDICATORS
1.	ATTITUDE TOWARDS				
1.1	TEACHERS				
1.2	SCHOOL MATES				
1.3	SCHOOL PROGRAMMES				
1.4	ENVIRONMENT				
2	VALUE SYSTEMS				

PART 3: CO-SCHOLASTIC ACTIVITIES

3 (A) : Any two of the following to be assessed

ACTIVITY	TERM I GRADE	DESCRIPTIVE INDICATORS	TERM II GRADE	DESCRIPTIVE INDICATORS
LITERARY and CREATIVE SKILLS				
SCIENTIFIC SKILLS				
AESTHETIC and PERFORMING ART				
CLUBS (Eco Club, Health and Wellness and others)				

HEALTH AND PHYSICAL EDUCATION

3 (B) Any two of the following to be assessed

(Grading on a Three Point Scale A+, A & B)

1. Sports/Indigenous Sports 2. NCC/NSS 3. Scouting & Guiding
4. Swimming 5. Gymnastics 6. Yoga

S. NO.	CLASS IX ACTIVITY	GRADE	DESCRIPTIVE INDICATOR
1			
2			

1.5 Grading scale for school assessment-By CBSE

Assessment areas	Grading scale (point)
Part1 a: Scholastic areas	9
Part1 b: Scholastic areas	5
Part2 : Co-scholastic areas	
Part2 a: Life skills	5
Part2 b: Attitudes & values	3

Part 3: Co-scholastic Activities

Part 3 a: Co-curricular activities 3

Part 3 b: Health & physical education 3

Table showing Percentage, Grades and Grade point with Corresponding Percentage for Scholastic Areas of CCE- CBSE

	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	3.0
00-20	E2	2.0

The researcher strongly believes that individual development leads to social development. It is observed that unless or until the individual satisfy himself/herself, they can't contribute something to the society. It is only possible that they have to realize they have got potentialities in one or some other areas. The students have to assert that the school is a place of all round development. They should believe they can perform well at situations when opportunities provided. The researcher wants to find out how far the students have self-efficacy through CCE.

1.6 Self-efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They

are slow to recover their sense of efficacy following failure or setbacks. They fall easy victim to stress and depression.

1.7 Parameters of Self efficacy (Bandura Guide 2006)

Self-Efficacy to Regulate Exercise

Self-Efficacy to Regulate Eating Habits

Driving Self-Efficacy

Problem-Solving Self-Efficacy

Pain Management Self-Efficacy

Self-Efficacy to Meet Others' Expectations

Self-Assertive Efficacy

Social Self-Efficacy

Self-Efficacy for Academic Achievement

Self-Efficacy for Self-Regulated Learning

Self-Efficacy for Leisure Time Skills and Extracurricular Activities

1.8 Life skills

Life Skills are psychosocial competencies which enable an individual to develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life. The development of Life Skills is a lifelong process that starts in early childhood and continues throughout one's life.

The Ten core Life Skills as laid down by, The Inter-Agency Meeting on Life Skills Education was held at WHO headquarters, Geneva, Switzerland on 6 and 7 April 1998 are:

1. Self-awareness

2. Empathy

3. Critical thinking

4. Creative thinking

5. Decision making

6. Problem solving

7. Effective communication

8. Interpersonal relationship

9. Coping with stress

10. Coping with emotion

Self-awareness: Self-awareness includes recognition of self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

Empathy: To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbors. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy , can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Critical thinking: Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.

Creative thinking: Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

Decision making: Decision making helps us to deal constructively with decisions about our lives. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

Problem solving: Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Interpersonal relationship: These skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Effective communication: Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our

cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Coping with stress: It means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

Coping with emotions: It means recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

1.9 Life Skills- CBSE: Three types of life skills are given by CBSE and are as follows,

Thinking skills

Student demonstrates the ability to:

- Be original, flexible and imaginative.
- Raise question, identify and analyze problems.
- Implement a well thought out decision and take responsibility.
- Generate new ideas with fluency.
- Elaborate / build on new ideas

Social skills

Student demonstrates the ability to:

- Identify, verbalize and respond effectively to other's emotions in an empathetic manner.
- Get along well with others.

- Take criticism positively.
- Listen actively.
- Communicate using appropriate words, intonation and body language.

Emotional skills

Student demonstrates the ability to:

- Identify own strength and weakness.
- Be comfortable with self and overcome weakness for positive self – concept.
- Identify causes and effects of stress on oneself.
- Develop and use multi-faceted strategies to deal with stress.
- Express and respond to emotions with an awareness of the consequences.

2. Emergence of the problem

It has been the same over the years where the students have went to an examination hall, then given an examination in a short time where they are supposed to give their best with respect to the questions that they face and then waited for the results. Quite often it has been seen that guys who have prepared all the year have suffered nerves on the big day or some other problem and then had a poor exam while someone who got questions he or she was acquainted with had a terrific examination and then basically had a good results (Drawbacks of Examination System in India by Samudranil (November 29, 2013). In India, suicides due to failure in Examination were 2,403 (2014). Sudhanshu, 17 years old from Noida-DPS had hanged himself to death from the ceiling fan using his mother's sari. To eliminate all these examination suicides, Indian government has undertaken CCE as it provides a series of tests/opportunities. So that, a student can’t suffer his/her with academic deficiencies and he/she knows they have multiple opportunities such as arts, humanities,

sports, music. V.R.Jayaprasad(2011)reports CCE based on aptitude, set realistic targets for progress can make development plans and set new targets. Most of the researches have done to prove CCE effectiveness on Academic achievement, reducing stress, teacher competencies. The present study looks up to how CCE impacting individual' self-efficacy and Life skills. As the student passes through certain series of tests, he/she should believe in her/his potentialities that makes them accomplished which is the primary aim of CCE ie.. the holistic development of the individual.

3. Statement of the problem

The present study has been entitled as "Impact of Continuous and Comprehensive Evaluation on Self-Efficacy and Life Skills at Secondary Level"

4. Review of related literature

A Study on Awareness of CCE among Secondary School Teachers by Yadu Kumar (2015), in his study, concluded that the level of awareness among secondary school teachers included in this study is not up to mark, even after more than two years of implementation of continuous evaluation system. Major finding of the study reveals that teachers are not adequately prepared for the effective execution of CCE in schools

Himani Anand; Gargi sharma and Rubeena Khatoon DEI, Agra(2013) on Comparative Study of Stress in Continuous and Comprehensive Evaluation System Found that, that there is a significant effect of evaluation system on stress level among university students. Evaluation System significantly affects the stress level of students.

Frassrand (2005) in his study, concluded that students studying in Continuous Evaluation System were found to have less stress than students studying in Comprehensive Evaluation System.

Rakshinder Kaur (2013) reports that schools extending daily tests and home assignments to students under the grab of the new CCE system create pressure not only to students but their parents too are under pressure because of this new system of evaluation

RaoMajula P. (2001) in her study on Effectiveness of CCE orientation program over the evaluation practices – DPEP Initiative, finds out his kind not only strengthens the recommendations of earlier Committees and policies through its fruitful outcomes, but also provides a gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored

Nawani, (2013) reports, Changes are necessary in the ways in which one views learning, teaching and assessment. Readiness of the teachers to bring about a change in the evaluation techniques is the most important component for the success of CCE.

After going through all these literature, the researcher observed that most of the researches have been done on stress, learning, teaching, academic achievement in relation with Continuous Comprehensive Evaluation. No studies were focused on self-potentialities, psycho social dimensions. So, the researcher has taken up this study in relation to self-efficacy and life skills.

5. Operational definitions

Continuous and comprehensive evaluation

Continuous and comprehensive evaluation, a system of school based assessment that covers all aspects of student's development.

Self-efficacy

Bandura (1994): "Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." The importance of perceived self-efficacy is it can influence how people feel and behave.

Life skills

Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 'Adaptive'means that a person is flexible in approach and is able to adjust in

different circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Secondary level

The Secondary Stage – Secondary Stage of education covering 2-3 years of academic study starts with classes 8th-10thconsisting of students aged between 14-16 years. The schools which impart education up till 10th class are known as Secondary Schools.

6. Objectives of the study

1. To study the effect of Scholastic areas of CCE on self-efficacy of secondary level students
2. To study the effect of Co-Scholastic areas of CCE on self-efficacy of secondary level students
3. To study the effect of Co-Scholastic activities of CCE on self-efficacy of secondary level students
4. To study the gender differences on self-efficacy of secondary level students
5. To study the interaction effect of CCE and Gender on self-efficacy of secondary level students
6. To study the effect of Co-Scholastic areas of CCE on life skills of secondary level students
7. To study the gender differences on life skills of secondary level students
8. To study the interaction effect of CCE and Gender on life skills of secondary level students
9. To study the relationship between self-efficacy and life skills of secondary level students

7. Hypotheses of the study

1. There will be no significant effect of Scholastic areas of Continuous and Comprehensive Evaluation on self-efficacy of secondary level students
2. There will be no significant effect of Co-Scholastic areas of Continuous and Comprehensive Evaluation on self-efficacy of secondary level students
3. There will be no significant effect of Co-Scholastic activities of Continuous and Comprehensive Evaluation on self-efficacy of secondary level students
4. There will be no significant effect of gender differences on self-efficacy of secondary level students
5. There will be no significant interaction effect of Continuous and Comprehensive Evaluation and gender differences on self-efficacy of secondary level students
6. There will be no significant effect of Co-Scholastic areas of Continuous and Comprehensive Evaluation on life skills of secondary level students
7. There will be no significant effect of gender differences on life skills of secondary level students
8. There will be no significant interaction effect of Continuous and Comprehensive Evaluation and gender differences on life skills of secondary level students
9. There will be no significant relationship between self-efficacy and life skills of secondary level students

8. Delimitations of the study

1. The present study is delimited to Scholastic areas, Co-Scholastic areas and Co-Scholastic activities of CCE.

2. The present study is delimited to Life skills of CBSE only.

3. The present study is delimited to Self efficacy (Bandura Guide 2006) only.

4. The present study is delimited to CBSE and ICSE schools only.

5. The present study is delimited to Students of Secondary level only.

6. The present study is delimited to Agra city only

9. Significance of the study

If it is seen as a Philosophy then it would change the whole belief system of what and how learning happens and in turn it would impact the teaching learning practices and behavior of the teachers. This Philosophical shift will impact the whole process of annual syllabus planning, lesson planning, and classroom practices, teaching learning methodologies, assessment, and feedback and reporting systems within the whole school. This will take the focus of the teacher and the learner away from the textbook as well as the examinations, the focus will shift to the learning outcomes to be achieved and the learner as well as the teacher will continuously focus on ways and means of achieving the outcomes. If it has been received only as a shift in the process of assessment then, it would mean that the impact of the change would be very limited and the CCE will not bring in the desired level of change within the educational system. This could also bring down the quality of teaching and learning the classroom as the teacher as well as the students who till now have

been focusing their attention and energies on success in examinations become complacent. It has been observed that fostering a culture of less rigor and accountability not useful for the all-round development of the individual. Until or unless students believe in themselves they have got potentialities and do well when provided number opportunities, they don't really learn. Therefore, the researcher has taken up present study to investigate effects of CCE on self-efficacy and life skills.

10. Method of the study

The present study will be carried out by Descriptive Survey method.

11. Sampling

5 ICSE Board schools consisting of 400 students of 9th class, 5 CBSE schools consisting of 400 students of 9^{th} class will be selected following Multi-stage random sampling.

School	No. of schools	N	Gender	n
CBSE schools	5	400	Girls	200
			Boys	200
ICSE Board Schools	5	400	Girls	200
			Boys	200

12. Tools and techniques

Questionnaires for assessing life skills would be developed by the researcher.

Rating scale for assessing self -efficacy would be developed by the researcher.

13. Statistical techniques

Parametric statistics like ANOVA and t-test and Correlation will be used for analyzing and interpreting the data.

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